# GUIDELINES FOR REVIEWING
# A CORE READING PROGRAM RUBRIC

## Imagine It! Grade 3

## Final Review

*Directions for use:*

- Thoroughly review the core reading program using the corresponding rubric.
- Only evaluate the individual components that correlate with the grade level to review. *(Note the placement of the "x" within the grade level columns.)*
- Each indicator must receive a score using the following criteria:
    - 2 – Exceeds expectations
    - 1 – Meets expectations
    - 0 – Does not meet expectations
  *(For any indicator receiving a 0, comments must be provided justifying the score.)*
- Record the total score for each area in the final row for the section.



CENTER ON
INSTRUCTION

| INSTRUCTIONAL DESIGN (ID) | K | 1 | 2 | 3 | 4 | 5 | 6 | Score | Comments (examples, strengths, concerns, questions) |
|---|---|---|---|---|---|---|---|---|---|
| 1. Is there empirical research on this program's efficacy? | X | X | X | X | X | X | X | 1 | Several reports available. |
| 2. Are resources available to help the teacher understand the rationale for the instructional approach and program strategies (e.g., articles, explanations in the teacher manuals, references, and reliable websites)? | X | X | X | X | X | X | X | 1 | On-line support-English Language acquisition info; Research in Action-explanation in textbook |
| 3. Does the comprehensive program address the five components of reading (phonological/phonemic awareness, phonics, fluency, vocabulary and comprehension)? | X | X | X | X | X | X | X | 1 | "Workshop" provides instruction for on-level; approaching; ENL; above level students. |
| 4. In addition to the five components of reading, are other dimensions of reading such as spelling, writing, oral language, and listening comprehension addressed? | X | X | X | X | X | X | X | 1 | Found in Reading with a Writer's Eye, read-alouds, writing and oral language |
| 5. Is there a scope and sequence? | X | X | X | X | X | X | X | 1 | A short visual scope and sequence, as well as a longer explanation included in teacher edition. There is a scope and sequence identifying lessons in previous grade levels that addressed particular skills. |
| 6. Are goals and objectives clearly stated? | X | X | X | X | X | X | X | 1 | |
| 7. Are student materials aligned with instructional objective of the lesson? | X | X | X | X | X | X | X | 1 | |
| 8. Do instructional materials increase in difficulty as students' skills strengthen? | X | X | X | X | X | X | X | 1 | |
| 9. Are all lessons and activities (e.g., whole group, small group, and centers) reading-related? | X | X | X | X | X | X | X | 2 | The lessons and activities are reading related and go so far as to suggest which groups of students would benefit from which activities. |
| 10. Is there a clear and logical organization to the lessons in: | | | | | | | | | |
| The order and procedures of each day's lesson? | X | X | X | X | X | X | X | 1 | Each lesson is clearly laid out with explicit notes, suggestions, and accommodations for on-level, below level, and above level students. Clear Instructions |
| The inclusion of all necessary materials? | X | X | X | X | X | X | X | 1 | |
| The consistency of each day's lesson format? | X | X | X | X | X | X | X | 1 | |
| Addressing the components of reading every day? | X | X | X | X | X | X | X | 1 | |

| Question | | | | | | | | | Notes |
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| 11. Is instruction consistently explicit? Is it concise, specific, and related to the objective? | X | X | X | X | X | X | X | 1 | |
| 12. Are teacher directives highly details to ensure accurate implementation? | X | X | X | X | X | X | X | 1 | Found on the Routine Cards. |
| 13. Does the lesson format facilitate frequent interactions between teacher and students? | X | X | X | X | X | X | X | 1 | |
| 14. Is instruction consistently systematic? Is there a prescribed order for introducing specific skills within each component of reading? | X | X | X | X | X | X | X | 1 | |
| 15. Are there coordinated instructional sequences and instructional routines which include: | | | | | | | | | |
| Modeling? | X | X | X | X | X | X | X | 1 | |
| Guided practice with feedback? | X | X | X | X | X | X | X | 1 | |
| Student practice and application? | X | X | X | X | X | X | X | 1 | |
| Cumulative review? | X | X | X | X | X | X | X | 1 | Found on the Unit Tests. |
| 16. Are there many guided practice opportunities for explicit teaching and teacher-directed feedback (for typically progressing readers and more for struggling readers)? | X | X | X | X | X | X | X | 1 | Monitor Progress gives specific instructions. |
| 17. Does the program provide clear guidance for the teacher to document student progress and inform instruction? | X | X | X | X | X | X | X | 1 | The program provides multiple types of assessment done in a range of frequencies (daily, weekly, unit, semester, and yearly). Appropriate assessments are suggested for use and guidance is provided for interpreting the test results and placement of students into reading groups. The manual even provides guidelines on students who move in during the middle of the year. |
| 18. Does instruction make a clear connection *among* all five components? | X | X | X | X | X | X | X | 1 | |
| 19. Is scaffolding a prominent part of the lessons? | X | X | X | X | X | X | X | 1 | |
| 20. Are instructions for scaffolding specific within each lesson? | X | X | X | X | X | X | X | 1 | |
| 21. Are teachers encouraged to give immediate, specific feedback (corrective or positive)? | X | X | X | X | X | X | X | 1 | |
| 22. Is differentiated instruction prominent? | X | X | X | X | X | X | X | 1 | Differentiated instruction is provided in every week's lesson with various activities for centers, seatwork, and small group instruction. |

| | K | 1 | 2 | 3 | 4 | 5 | 6 | | |
|---|---|---|---|---|---|---|---|---|---|
| 23. Is instruction differentiated based on assessment? | X | X | X | X | X | X | X | 1 | |
| 24. Are directions for differentiating instruction specific? | X | X | X | X | X | X | X | 1 | |
| 25. Is small-group instruction (small teacher-pupil ratio) part of daily instruction? | X | X | X | X | X | X | X | 1 | |
| 26. Are there guidelines for forming flexible groups based on student progress? | X | X | X | X | X | X | X | 1 | |
| 27. Are enrichment activities included for advanced students? | X | X | X | X | X | X | X | 1 | |
| 28. Does the program provide instruction for English Learners? | X | X | X | X | X | X | X | 1 | |
| 29. Does the program specify for whom it is appropriate (e.g., students on or above grade level, students slightly behind their peers, students more than one grade level behind their peers)? | X | X | X | X | X | X | X | 1 | |
| 30. Does the program specify who should provide instruction for accurate implementation (e.g., special education teacher, general education teacher, paraprofessional, or volunteer)? | X | X | X | X | X | X | X | 1 | *Publisher's Comment*: SRA Imagine It! should be taught by the general education classroom teacher. This is specified at the beginning of the program in the Introduction to Grade 3, as well as in the Administrator's Professional Development Guide. |
| 31. Does the program specify the instructional setting (e.g., general education classroom, computer lab, or resource room)? | X | X | X | X | X | X | X | 1 | *Publisher's Comment*: SRA Imagine It! should be taught by the classroom teacher in a general education classroom. This is specified at the beginning of the program in the Introduction to Grade 3 and the Getting Started section of the program, as well as in the Administrator's Professional Development Guide. |
| **TOTAL** | | | | | | | | 38 | This program does a commendable job of being systematic, explicit, and includes all the major areas of reading on a daily basis. |

| PHONICS (P) | K | 1 | 2 | 3 | 4 | 5 | 6 | Score | Comments (examples, strengths, concerns, questions) |
|---|---|---|---|---|---|---|---|---|---|
| 1. Is phonics instruction **explicit**? | X | X | X | X | X | X | X | 2 | Routines provided for intro and review. |
| 2. Is phonics instruction **systematic**? | X | X | X | X | X | X | X | 2 | |
| 3. Does phonics instruction include **coordinated instructional sequences** and **routines**? | X | X | X | X | X | X | X | 2 | Routines provided. |
| 4. Is phonics instruction **scaffolded**? | X | X | X | X | X | X | X | 2 | |
| 5. Does phonics instruction include | X | X | X | X | X | X | X | 1 | |

| | Question | | | | | | | | Rating | Notes |
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| | cumulative review? | | | | | | | | | |
| 6. | Are assessments included to measure and monitor progress in phonics? | X | X | X | X | X | X | X | 1 | |
| 7. | Are symbol to sound (decoding) and sound to symbol (spelling) taught explicitly? | X | X | X | X | X | X | X | 2 | Very well done! |
| 8. | Is spelling taught during word learning so students can understand how sounds map onto print? | X | X | X | X | X | X | X | 2 | Phonics/fluency paired in instruction with spelling-i.e.-/o/ spelled ow; /u/ spelled u_e, ew, ue; oo spelled _ue, _ew;u_e; /ow/ spelled ow |
| 9. | Does instruction progress from simple to more complex concepts (e.g., CVC words before CCCVCC words and single syllable words before multisyllabic words)? | X | X | X | X | X | X | X | 2 | |
| 10. | Are reviews of previously taught concepts and words frequent and cumulative? | X | X | X | X | X | X | X | 2 | Reviews at end of each unit. |
| 11. | Is emphasis placed on fluency practice for each phonics component (e.g., sound identification, CVC blending, word recognition, multisyllabic words, and text reading)? | X | X | X | X | X | X | X | 2 | |
| 12. | Are there ample decodable texts (familiar and unfamiliar) for students to practice applying their skills with phonic elements? | X | X | X | X | | | | 1 | This program provides a decodable text for each week's lesson in addition to the selection and additional reading materials. |
| 13. | Are decodable texts read before trade books (for students to master new skills)? | X | X | X | X | | | | 1 | |
| 14. | Does the program clarify that high frequency words can be both regular and irregular? | X | X | X | X | | | | 1 | |
| 15. | Does the program include explicit instruction in irregular words and decoding strategies for the decodable parts of words (clarifying that the letters represent their most common sounds as well as the irregularities of certain letters)? | X | X | X | X | | | | 1 | Yes for decoding strategies |
| 16. | Are the numbers of high frequency, irregular words introduced in one lesson kept to a minimum? | X | X | X | X | | | | 1 | |
| 17. | Are irregular words pre-taught before students read connected texts? | X | X | X | X | | | | 1 | |
| 18. | Are difficult, high frequency words reviewed often and cumulatively? | X | X | X | X | | | | 0 | No evidence found. |
| 19. | Are students taught the strategy of | | X | X | X | X | X | X | 1 | Students are explicitly taught strategies to read |

| Question | | | | | | | Score | Notes |
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| chunking when trying to decode multisyllabic words? | | | | | | | | and understand multi-syllabic words. |
| 20. Does the program provide teacher modeling of a think-aloud strategy to aid in multisyllabic word analysis? | X | X | X | X | X | X | 1 | |
| 21. Are students taught strategies to read multisyllabic words by using prefixes, suffixes, and known word parts? | X | X | X | X | X | X | 1 | |
| 22. Is instruction explicit in the use of syllable types (e.g., open, closed, vowel-consonant-e, vowel combinations, r-controlled, and consonant-le)? | X | X | X | X | X | X | 1 | |
| 23. Is a section of the program devoted to advances phonics (structural analysis) skills? | | X | X | X | X | X | 1 | |
| 24. Are advanced phonics skills taught explicitly, first in isolation and then in words and connected texts? | | X | X | X | X | X | 1 | |
| 25. Does the program include spelling strategies (e.g., word sorts, categorization activities, word-building activities, and word analogies)? | X | X | X | X | X | X | 1 | |
| 26. Is instruction in the meaning of roots and affixes explicit and do students analyze the relationship of spelling to meaning of complex words? | | | X | X | X | X | 1 | |
| 27. Are word parts that occur with high frequency (e.g., un-, re-, in-, and –ful) taught rather than those that occur only in a few words? | X | X | X | X | X | X | 1 | |
| 28. Are there activities for distinguishing and interpreting words with multiple meanings? | X | X | X | X | X | X | 1 | |
| 29. Once advanced phonics strategies have been mastered, are they immediately applied to reading and interpreting familiar and unfamiliar connected texts? | X | X | X | X | X | X | 1 | |
| 30. Are words used in advanced phonics activities also found in student texts? | X | X | X | X | X | X | 1 | Found in Leveled Readers. |
| **TOTAL** | | | | | | | **38** | The phonics portion was impressive. Phonics instruction continues to be an important tool for teaching students to be fluent, capable readers. Many programs do not have the solid phonics component that Imagine It! demonstrates. It is convenient that it is encased in this program and not simply a separate tool used in isolation. |

| FLUENCY (F) | K | 1 | 2 | 3 | 4 | 5 | 6 | Score | Comments (examples, strengths, concerns, questions) |
|---|---|---|---|---|---|---|---|---|---|
| 1. Is fluency instruction **explicit**? | X | X | X | X | X | X | X | 1 | |
| 2. Is fluency instruction **systematic**? | X | X | X | X | X | X | X | 1 | |
| 3. Does fluency instruction include **coordinated instructional sequences** and **routines?** | X | X | X | X | X | X | X | 1 | |
| 4. Is fluency instruction **scaffolded**? | X | X | X | X | X | X | X | 1 | |
| 5. Does fluency instruction include **cumulative review**? | X | X | X | X | X | X | X | 1 | |
| 6. Are assessments included to measure and monitor progress in fluency? | X | X | X | X | X | X | X | 1 | |
| 7. Does the program address all dimensions of fluency (speed, accuracy, and prosody)? | X | X | X | X | X | X | X | 1 | |
| 8. Does the program encourage the teacher to model speed, accuracy, and prosody? | X | X | X | X | X | X | X | 1 | |
| 9. Are letter-sounds taught and practiced frequently to promote automaticity? | X | X | | | | | | 1 | |
| 10. Does fluency practice during letter-sound study and text reading involve the teacher's providing feedback to students? | X | X | X | X | X | X | X | 1 | |
| 11. Is fluency instruction integrated into each day's lesson? | X | X | X | X | X | X | X | 1 | |
| 12. Is the decoding strategy taught so that it becomes automatic? | X | X | X | X | X | X | X | 1 | |
| 13. Are irregular words taught to be recognized automatically? | X | X | X | X | X | X | X | 1 | |
| 14. Is there an emphasis on reading multisyllabic words fluently? | | X | X | X | X | X | X | 1 | |
| 15. Are research-based fluency strategies (e.g., timed readings, peer reading, and repeated readings) included? | | X | X | X | X | X | X | 1 | |
| 16. Is fluency practice introduced after students are proficient at reading words accurately (e.g., in lists, sentences, and passages)? | | X | X | X | X | X | X | 1 | |
| 17. Does fluency practice involve decodable texts (texts that include phonic elements and word types students have previously been taught)? | | X | X | X | X | X | X | 2 | |

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| 18. Are both narrative and expository texts provided for students to read aloud? | | X | X | X | X | X | X | 1 | |
| 19. Are teacher prompts included to encourage students to read aloud in order to determine skills application and accuracy? | | X | X | X | X | X | X | 1 | |
| 20. After error correction, are students asked to reread the word, word list, or sentence correctly and then to reread it from the beginning? | X | X | X | X | X | X | X | 1 | |
| 21. Are students given ample practice opportunities to use text at their independent or instructional level to help build fluency? | | X | X | X | X | X | X | 1 | |
| 22. Is the number of texts at each level sufficient to provide adequate practice opportunities? | | X | X | X | X | X | X | 1 | |
| 23. Does the program clearly show the teacher how to determine independent, instructional, and frustrational reading levels for individual students? | | X | X | X | X | X | X | 1 | Suggestions for determining placement are given (such as administering the benchmark test to move in students). |
| 24. Is there a guide to help teachers calculate fluency rate? | | X | X | X | X | X | X | 1 | |
| 25. Do students have opportunities to time themselves and graph results after rereading the same text? | | | X | X | X | X | X | 1 | Mentioned briefly in the appendix. |
| 26. Are there directions for how to pair students for partner reading? | | X | X | X | X | X | X | 1 | Found in Program Appendix p. 25. |
| 27. Are students taught a specific error correction to use when reading with a partner? | | X | X | X | X | X | X | 1 | Mentioned only in Program Appendix p.25. |
| 28. Is there continuous progress monitoring of oral reading fluency? | | X | X | X | X | X | X | 1 | Weekly fluency assessments included in the assessment book. |
| 29. Is an end-of-the-year fluency goal of correct words per minute given for each grade? | | X | X | X | X | X | X | 1 | The goals are there, but they do not correlate to MClass guidelines. This may cause problems in some districts where students score below expectation according to Imagine It rubric, but do not qualify for interventions based on MClass scores. |
| **TOTAL** | | | | | | | | **30** | Many suggestions are available for teaching practices in the appendix. |

| VOCABULARY (V) | K | 1 | 2 | 3 | 4 | 5 | 6 | Score | Comments (examples, strengths, concerns, questions) |
|---|---|---|---|---|---|---|---|---|---|
| 1. Is vocabulary instruction **explicit**? | X | X | X | X | X | X | X | 1 | |
| 2. Is vocabulary instruction **systematic**? | X | X | X | X | X | X | X | 1 | |
| 3. Does vocabulary instruction include **coordinated instructional sequences** and **routines**? | X | X | X | X | X | X | X | 1 | Found in the Routine cards. |
| 4. Is vocabulary instruction **scaffolded**? | X | X | X | X | X | X | X | 1 | |
| 5. Does vocabulary instruction include **cumulative review**? | X | X | X | X | X | X | X | 1 | |
| 6. Are assessments included to measure and monitor progress in **vocabulary**? | X | X | X | X | X | X | X | 2 | |
| 7. Is emphasis placed on listening and speaking vocabulary? | X | X | X | X | X | X | X | 1 | |
| 8. Is there emphasis on reading and writing vocabulary? | X | X | X | X | X | X | X | 2 | |
| 9. Are students exposed to diverse vocabulary through listening to or reading narrative and expository texts? | X | X | X | X | X | X | X | 1 | |
| 10. Does the program include frequent use of teacher read-alouds using higher level books with explanation and instruction of key vocabulary? | X | X | X | X | X | X | X | 1 | Not frequent. Read alouds occur during the week, but not necessarily with higher vocabulary materials, more as a tool for modeling fluent reading practices. |
| 11. Does the program include a variety of texts that allow students ample opportunities to engage in wide reading at their independent levels? | | X | X | X | X | X | X | 1 | |
| 12. Does vocabulary instruction occur before, during, and after reading? | X | X | X | X | X | X | X | 1 | |
| 13. Are a limited number of words selected for robust, explicit vocabulary instruction? | X | X | X | X | X | X | X | 1 | |
| 14. Are important, useful, and difficult words taught? | X | X | X | X | X | X | X | 1 | |
| 15. Does the instructional routine for vocabulary include: | | | | | | | | | |
| Introducing the word? | X | X | X | X | X | X | X | 1 | |
| Presenting a student-friendly explanation? | X | X | X | X | X | X | X | 1 | |
| Clarifying the word with examples? | X | X | X | X | X | X | X | 1 | |
| Checking students' understanding? | X | X | X | X | X | X | X | 1 | |

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| 16. Are ample opportunities provided to engage in oral vocabulary activities that: | | | | | | | | | |
| Repeat exposure to words in rich and multiple contexts? | X | X | X | X | X | X | X | 1 | |
| Use everyday language to explain word meanings? | X | X | X | X | X | X | X | 1 | |
| Connect word meanings to prior knowledge? | X | X | X | X | X | X | X | 1 | |
| 17. Are students given multiple opportunities to use new words in reading sentences, paragraphs, or longer texts? | X | X | X | X | X | X | X | 1 | |
| 18. Is extended instruction provided in multiple contexts to promote word awareness using word banks, vocabulary logs, writing, semantic maps, concept definition mapping, and word classification? | X | X | X | X | X | X | X | 1 | |
| 19. Are strategies taught over time to ensure understanding and correct application? | X | X | X | X | X | X | X | 1 | |
| 20. Are meanings of prefixes, roots, and suffixes taught before connecting them to words? | | X | X | X | X | X | X | 1 | |
| 21. Is a strategy to determine word meanings based on meanings of prefixes, roots, and suffixes taught? | | X | X | X | X | X | X | 1 | |
| 22. Are various aspects of word study included (either under vocabulary or word recognition) such as: | | | | | | | | | |
| Concepts of word meaning? | X | X | X | X | X | X | X | 1 | |
| Multiple meanings? | X | X | X | X | X | X | X | 1 | |
| Synonyms? | X | X | X | X | X | X | X | 1 | |
| Antonyms? | X | X | X | X | X | X | X | 1 | |
| Homonyms? | | X | X | X | X | X | X | 1 | |
| Figurative meanings? | | X | X | X | X | X | X | 1 | |
| Morphemic analysis? | | | X | X | X | X | X | 1 | |
| Etymologies? | | | | X | X | X | X | 1 | |
| 23. Is dictionary use explicitly taught using grade-appropriate dictionaries? | | X | X | X | X | X | X | 1 | Only found in Unit 3, Lesson 2. |
| 24. Is the use of context to gain the | X | X | X | X | X | X | X | 1 | Appendix:"While using context can be useful, it |

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| meaning of an unfamiliar word kept to a minimum? | | | | | | | | | is not most effective way to learn new words. Also as students move into content area reading  context becomes a less effective tool..." |
| 25.  Is computer technology used to help teach vocabulary? | X | X | X | X | X | X | X | 1 | |
| **TOTAL** | | | | | | | | 39 | |

| COMPREHENSION (C) | K | 1 | 2 | 3 | 4 | 5 | 6 | Score | Comments (examples, strengths, concerns, questions) |
|---|---|---|---|---|---|---|---|---|---|
| 1.  Is comprehension instruction explicit? | X | X | X | X | X | X | X | 2 | |
| 2.  Is comprehension instruction systematic? | X | X | X | X | X | X | X | 2 | |
| 3.  Does comprehension instruction include coordinated instructional sequences and routines? | X | X | X | X | X | X | X | 2 | |
| 4.  Is comprehension instruction scaffolded? | X | X | X | X | X | X | X | 1 | |
| 5.  Does comprehension instruction include cumulative review? | X | X | X | X | X | X | X | 1 | |
| 6.  Are assessments included to measure and monitor progress in comprehension? | X | X | X | X | X | X | X | 1 | |
| 7.  Is learning to determine which strategy to use and why (metacognition) part of instruction? | X | X | X | X | X | X | X | 1 | Did not find explicit instruction, however modeling for all strategies is included. |
| 8.  When a strategy is taught, is it applied frequently so students understand its usefulness? | X | X | X | X | X | X | X | 1 | |
| 9.  Are students asked to apply previously learned strategies to new texts? | | X | X | X | X | X | X | 1 | Students are asked which strategy and why it was picked and are encouraged to use reading strategies throughout the day. |
| 10.  Is appropriate text provided for students to practice applying strategies? | | X | X | X | X | X | X | 1 | Appropriate but not engaging (Decodable readers 1 & 2). |
| 11.  Does program instruction enable students to establish and adjust purposes for reading (e.g., reading to understand, interpret, inform, to enjoy, and to solve problems)? | X | X | X | X | X | X | X | 1 | |
| 12.  Does instruction support the use of multiple, coordinated comprehension | X | X | X | X | X | X | X | 1 | |

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| strategies? | | | | | | | | | |
| 13. Are guided and supported cooperative learning groups suggested as an instructional technique? | X | X | X | X | X | X | X | 1 | |
| 14. Does instruction begin with the use of short passages? | X | X | X | X | X | X | X | 1 | |
| 15. Does instruction emphasize that students have a conceptual understanding of beginning, middle, and end? | X | X | X | X | X | X | X | 1 | *Publisher's Comment*: Beginning, middle, and end are emphasized in the Comprehension Skill Sequence as well as in Story Maps in the Study Skills section of the program. |
| 16. Does the program provide prompts for the teacher to guide the students through texts using think-alouds? | X | X | X | X | X | X | X | 1 | |
| 17. Are models of effective questioning techniques (e.g., Bloom's taxonomy) provided to guide and monitor students' comprehension? | X | X | X | X | X | X | X | 1 | |
| 18. Are there ample opportunities for students to listen to narrative and expository text? | X | X | X | X | X | X | X | 1 | |
| 19. Is instruction in narrative and expository text structures explicit? | X | X | X | X | X | X | X | 1 | |
| 20. Are there ample opportunities for students to read narrative and expository texts at independent and instructional levels? | | X | X | X | X | X | X | 1 | |
| 21. Is there a variety of narrative and expository books at the appropriate readability level for student practice? | | X | X | X | X | X | X | 1 | |
| 22. Do texts contain useful and familiar concepts and vocabulary? | X | X | X | X | X | X | X | 1 | |
| 23. Are there instructional routines for comprehension strategies for use before, during, and after reading (e.g., prediction, story grammar, summarization, graphic organizers)? | X | X | X | X | X | X | X | 1 | |
| 24. Is the "main idea" strategy taught systematically (e.g., using pictures, then individual sentences, then paragraphs, etc.)? | X | X | X | X | X | X | X | 0 | Mentioned in unit overview, but difficult to find in text. |
| 25. Once students have grasped the concept of "main idea," are more complex texts used in which the main idea is not explicit? | | X | X | X | X | X | X | 0 | No evidence found. |
| 26. Are elements of story grammar (e.g., setting, characters, important events, | X | X | X | X | X | X | X | 1 | |

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| etc.) taught and used for retelling a story? | | | | | | | | | |
| 27. Does instruction focus on discussion story grammar and comparing stories? | X | X | X | X | X | X | X | 1 | |
| 28. Is story grammar introduced systematically, beginning with simple text that gradually becomes more complex? | X | X | X | X | X | X | X | 1 | |
| 29. Are students taught to use graphic organizers to illustrate relationships among concepts in text (e.g., story maps, Venn diagrams, and semantic maps)? | X | X | X | X | X | X | X | 1 | Mentions graphic organizers, but not easily found. |
| 30. Are conventions of expository text (e.g., chapter headings, charts, and graphs) taught? | | X | X | X | X | X | X | 1 | Found mention of these strategies before some nonfiction selections (SUN), but not explicit instruction. |
| 31. Are explicit strategies for interpreting information from charts, graphs, tables, and diagrams taught? | X | X | X | X | X | X | X | 1 | Found mention of these strategies before some nonfiction selections (SUN), but not explicit instruction. |
| 32. After instruction, is there systematic review of: | | | | | | | | | |
| Literal comprehension? | X | X | X | X | X | X | X | 1 | |
| Retelling? | X | X | X | X | X | X | X | 1 | |
| Main idea? | X | X | X | X | X | X | X | 1 | |
| Summarization? | X | X | X | X | X | X | X | 1 | |
| 33. Does the program provide instruction for students to become self-directed in using comprehension strategies (e.g., rereading, paraphrasing, making explicit connections from text to prior knowledge, underlining and note-taking, and visualizing relationships and events in the text)? | | X | X | X | X | X | X | 1 | |
| TOTAL | | | | | | | | 37 | |

| STANDARDS ALIGNMENT | K | 1 | 2 | 3 | 4 | 5 | 6 | Score | Comments (examples, strengths, concerns, questions) |
|---|---|---|---|---|---|---|---|---|---|
| 1. Is clear alignment provided to the Common Core State Standards? | X | X | X | X | X | X | X | 2 | |
| 2. Is clear alignment provided to the Indiana Academic Standards? | | | X | X | X | X | X | 2 | |
| **TOTAL** | | | | | | | | 4 | |

| MOTIVATION AND ENGAGEMENT (M&E) | K | 1 | 2 | 3 | 4 | 5 | 6 | Score | Comments (examples, strengths, concerns, questions) |
|---|---|---|---|---|---|---|---|---|---|
| 1. Does the program direct the teacher in ways to increase student motivation such as: | | | | | | | | | |
| 2. Making reading relevant to students' lives? | X | X | X | X | X | X | X | 1 | |
| 3. Providing meaningful goals for learning from texts? | X | X | X | X | X | X | X | 1 | |
| 4. Making available a variety of choices (e.g., texts and assignments) that align with instruction? | X | X | X | X | X | X | X | 1 | |
| 5. Providing opportunities for students to work collaboratively? | X | X | X | X | X | X | X | 1 | |
| **TOTAL** | | | | | | | | 4 | |

| ASSESSMENT (A) | K | 1 | 2 | 3 | 4 | 5 | 6 | Score | Comments (examples, strengths, concerns, questions) |
|---|---|---|---|---|---|---|---|---|---|
| 1. Are assessments included that teachers can use to guide student movement through the program (e.g., screening, progress monitoring, diagnostic, and outcome measures)? | X | X | X | X | X | X | X | 1 | |
| 2. Does the program provide teacher guidance in using assessment results to differentiate instruction? | X | X | X | X | X | X | X | 1 | |
| 3. Do the assessments identify students who are at risk or already experiencing difficulty learning to read? | X | X | X | X | X | X | X | 1 | |
| **TOTAL** | | | | | | | | 3 | |

| PROFESSIONAL DEVELOPMENT (PD) | K | 1 | 2 | 3 | 4 | 5 | 6 | Score | Comments (examples, strengths, concerns, questions) |
|---|---|---|---|---|---|---|---|---|---|
| 1. Is adequate time offered for teachers to learn new concepts and practice what they have learned? | X | X | X | X | X | X | X | 1 | The intro page stated there would be training at no cost to corporations who purchased the program along with follow up throughout the year. |
| 2. Is there a plan for coaches, mentors, peers, or outside experts to provide feedback to teachers and follow-up assistance as they put new concepts into practice? | X | X | X | X | X | X | X | 1 | Training trainers. |
| 3. Are teachers taught how to administer and interpret assessments that accompany the program? | X | X | X | X | X | X | X | 1 | |
| 4. Is program PD customized to meet participants' varying needs (e.g., first-year teachers, coaches, and principals)? | X | X | X | X | X | X | X | 1 | Ongoing free PD throughout adoption; Tier 1,2, 3 support. |
| 5. Does the PD provide support (e.g., principal checklists, follow-up, in-class modeling, and a CD for viewing model lessons) to facilitate application of content? | X | X | X | X | X | X | X | 0 | No evidence found. |
| TOTAL | | | | | | | | 4 | |